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ABSTRACT

The guide is designed to introduce elementary and secondary school teachers and administrators to government documents and their use, provide background on the issue of bilingual education, and list relevant documents and publications as a basis for constructing educational programs for limited English-proficient students. The first major section offers an introduction to government sources of information, explaining the depository library system, methods of locating information, and the Government Printing Office (GPO). The second section defines bilingual education and chronicles its legislative history in the United States. Section 3 is a listing of resources, not all government publications, in four categories including: (1) sources for background readings; (2) sources of facts and data; (3) background and primary sources concerning federal legislation; and (4) background and primary sources concerning New York State legislation. A list of acronyms and abbreviations relating to bilingual education and legislation is included. Appended materials include: a list of public agency names and addresses; descriptions of databases, indexes, and abstracts; a list of journals of interest; notes on the ERIC (Educational Resources Information Center) Document Reproduction Service and price codes; a sample document resume from "Resources in Education"; notes on ordering from "Resources in Education"; and a sample entry from GPO's "Monthly Catalog." (MSE)

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Bilingual Education

A Resource Guide For Educators and Administrators

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IST 607
Spring, 1991

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List of Acronyms and Abbreviations

BEA	Bilingual Education Act
CFR	Code of Federal Regulations
EDRS	ERIC Document Reproduction Service
EEOA	Equal Educational Opportunities Act
ERIC	Education Resources Information Center
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
GPO	Government Printing Office
HEW	Department of Health, Education and Welfare
LEA	Local Educational Agency
LEP	Limited English Proficient
OBEMLA	Office of Bilingual Education and Minority Languages Affairs
P.L.	Public Law
PRF	The GPO Sales Publications Reference File
SuDocs	Superintendent of Documents number
USC	United States Code

Preface

The objectives of this guide are threefold: to introduce the user to government documents and briefly explain how one may obtain and utilize them; to provide a brief background on the issue of bilingual education; and, lastly, to provide and explain a listing of relevant documents and publications to enable the user to establish a base upon which to build their own educational program for limited English proficient students.

This guide is directed primarily towards educators and administrators at the elementary and secondary school levels, who need information on programs for limited English proficient students, and information on obtaining financing for these programs. It is the responsibility of administrators and educators to provide an instructional environment which promotes successful learning experiences for these children. While this guide is by no means comprehensive in scope, the sources listed in it represent a basic listing from which it is hoped, successful programs for these students may be established.

I. Introduction to Government Information.

The United States Federal Government is the world's most prolific producer and publisher of information. Unfortunately, most of this information remains vastly underutilized by the public, for whom a large quantity of it has been produced. It is a disservice to oneself to be unfamiliar with government information resources. There are government documents available to anyone on almost every topic imaginable, and our failure as a society of information seekers to utilize this wealth of information does not speak well for us.

In its strictly legal sense, a government publication is defined in Title 44 of the U.S. Code, section 1901 as "informational matter which is published as an individual document at government expense, or as required by law." This narrow definition fails to take into consideration the various formats in which information appears. A second definition for forth by the National Commission on Libraries and Information Science, 1980, attempts to take this into consideration. It defines a publication as "any portion of government information produced by a Government entity which is made available to the public through printing, electronic transfer, or any other form of reproduction at Government expense and which is offered for public sale/rental or for free distribution."[1] A "document" is a publication defined as given above. A "document" is usually published in some form. In contrast, a "record" is information produced by a government agency in the course of its work and kept in unpublished form. Government information is a broad term encompassing both published and unpublished materials, which the Federal government, at its discretion,

either does or does not make public.

These definitions are important in that quite often, the nature and format of government information determines what is sent to depository libraries, the public's primary source of government information.[2] Providing only printed forms of government information effectively excludes the many other formats in which information may appear, including machine readable form, audio visual form, microform, optical disks, and electronic.

Government information is produced by the Federal, State, local, and international levels of government. It also comes to us from the various branches of government: the executive branch, the legislative branch and the judicial branch. This guide focuses primarily on information produced by the Federal government, although some state and international sources are discussed in order to create a balanced coverage of the various areas of government produced information.

The Depository Library System.

As previously noted, depository libraries are the public's primary source of government information. The Federal Depository Library Program was established by Congress to provide free public access to government publications. There are nearly 1400 public, academic, state and law libraries which provide an information link between the public and the Federal government by maintaining collections of government publications. These collections are tailored to local needs.

There are three types of depository libraries: regional, full and selective. Regional depository libraries are charged with

retaining as least one copy of every available depository publication in either paper or microfiche format, on a permanent basis, and providing inter-library loan and reference services in their region. Select depositories, however, may choose from the thousands of items available, those items best suited to their needs. They may also dispose of obsolete material after a certain amount of time and under the supervision of the regional library. Full depositories also keep at least one copy of all available depository publications, but they are not governed by Title 44 of the U.S. Code, section 1912 as the regional depository libraries are.

Up until 1981, depository libraries could choose between hard copy or microform formats for their collections. In 1981, GPO notified depository libraries that it would discontinue the distribution of Congressional House and Senate bills in paper format. All depositories previously receiving paper format would now receive microfiche. While certainly more cost-effective for the GPO, such a decision is sure to effect the user.[3]

Finding Government Documents.

Federal government documents are generally organized by a separate classification system than the rest of the library, unless the library chooses to incorporate them in with the rest of the library's holdings. This special system is known as the Superintendent of Documents Classification System. The numbers assigned to the documents are known popularly as SuDocs numbers. This system follows the structure of the Federal government, so one is able to distinguish in which agency a document originated, and the type of publication, such as

a yearbook, an annual report, a general publication, and so forth. The number itself is a combination of letters and numbers, the first letter(s) indicating the parent organization. For the purposes of this resource guide, it is important to know that the publications with SuDocs numbers beginning with the letters "ED" originated in the Department of Education. Those prefixed by the letter "Y" originated in Congress. For an extremely thorough and detailed explanation of the SuDocs numbering system, the reader is encouraged to refer to John Andriot's Guide to U.S. Government Publications, (Document Index, Inc.).

The tool most commonly used to obtain the SuDocs number is the Monthly Catalog of United States Government Publications, more commonly known as simply the Monthly Catalog. Once a SuDocs number has been obtained from the Monthly Catalog, one may also determine if the item is included as one of those to be sent to depository libraries by checking for the small black dot called a bullet symbol. If the dot is there, one may then check with a librarian to determine if this is one of the publications the particular library chose to include in its government documents collection.

The Monthly Catalog utilizes the Library of Congress Subject Headings. Most entries for this resource guide were found under the heading "Education, Bilingual", and some under "Bilingual Education." Those documents from the ERIC series were found under the heading "Bilingual Education." Other helpful headings may include "Bilingualism", "Transitional Bilingual Education", "Education - Compensatory", and "Bilingual Programs".

The Government Printing Office (GPO).

It is the responsibility of the Government Printing Office (GPO) to execute orders for printing and binding placed by Congress and the various departments and agencies of the Federal government, as required by Title 44 of the U.S. Code, Public Printing and Documents. The GPO also sells approximately 20,000 publications through mail order and GPO bookstores, and administers the depository library program, through which selected government publications are made available in libraries throughout the country.[4]

The GPO also produces several helpful publications through which one may order publications directly from GPO. These include The GPO Sales Publications Reference File (PRF) and The Monthly Catalog of U.S. Government Publications (previously discussed). The PRF provides author, title and subject access to government publications available from the Superintendent of Documents. The Monthly Catalog is the most comprehensive listing of government publications issued by Federal departments and agencies, although not all publications are listed. The Monthly Catalog also provides the numbers required in order to purchase items from GPO. These include the SuDocs number, the stock number, the item number and the Monthly Catalog accession number. Payment in advance is required when ordering from GPO, with checks and money orders made payable to the Superintendent of Documents. Mastercard or Visa are also accepted. There is also an order form in each issue of the Monthly Catalog, which may be photocopied. Additionally, it should be noted that government documents are not protected by copyright, and therefore may be photocopied also.

One may also wish to purchase publications through any one of the GPO bookstores. Orders and inquiries regarding publications for sale by the GPO should be directed to:

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402
(202) 783-3238

To order from the GPO bookstore in New York City, inquiries should be directed to:

GPO Bookstore
26 Federal Plaza
Room 110
New York, New York
(212) 264-3825

Additionally, one may also obtain documents from the producing agency itself. A list of government agencies and clearinghouses appears at the end of this document as Appendix A.

II. Definition and Background of Bilingual Education.

Bilingual education is defined as instruction which is available to any language group in more than one language in an educational setting.[5] In the United States, this is the approach used to educate language minority students, while he or she acquires sufficient skills to enter the regular classroom. Transitional bilingual education has been the mode of instruction favored by the government. In this type of program, subject matter is taught in the home language until the skills in English are developed enough for students to participate in the regular classroom. Students receive special English as a second language instruction to speed up acquisition of English.

Bilingual education has its roots in a major piece of legislation entitled the Civil Rights Act of 1964, which provides that "...no person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." (42 USC ss 2000(d)).[6] Section 2000-1 of the Code authorizes each Federal department or agency empowered to provide financial assistance to issue rules, regulations or orders of general applicability, in order to accomplish the objectives of the statute authorizing financial assistance. It further provides that such rules and regulations will become effective only when approved by the President. This function of the President was subsequently delegated to the Attorney General by Executive Order no. 12250, November 2, 1980, and who is now responsible for the implementation of various laws prohibiting discriminatory

practices in Federal programs and programs receiving Federal assistance, including Title VI of the Civil Rights Act of 1964. The Attorney General reports to the President through the Director of the Office of Management and Budget, on the progress made in achieving the purposes of this Order. In turn, each executive agency affected by the various nondiscrimination provisions must implement rules and regulations, or develop policy guidelines consistent with the requirements set forth by the Attorney General, and which are subject to his approval. Additionally, upon the request of the Attorney General, the agencies must provide appropriate reports and information regarding implementation of such regulations and guidelines. Any department or agency action taken pursuant to section 2000-1 is subject to judicial review.

Closely related to the Civil Rights Act of 1964 is the Elementary and Secondary Education Act (ESEA)(P.L. 90-247). Enacted in 1965, the original intent of ESEA was to "increase educational opportunities for students of economically impoverished families by providing them with special remedial instruction."[7] Expanding upon this Act was the Bilingual Education Act of 1968. Referred to as Title VII of the ESEA, the policy guidelines of this Act as amended recognize nineteen points related to bilingual education. They are as follows: (1) the large and growing numbers of children of limited English proficiency; (2) many of these children have a cultural heritage that differs from those of English-speakers; (3) the Federal government has a special obligation to help provide equal educational opportunity to children of limited English proficiency; (4) regardless of the method of instruction, programs to serve the limited English proficient

students have the objective of developing academic achievement and English proficiency; (5) the Federal Government has a special obligation to assist such students so they may become full and productive members of society; (6) that the use of the child's native language (which is not English) promotes self-esteem, achievement within the subject matter and English-language acquisition; (7) the primary means by which a child learns is through the child's native language; (8) because of the large numbers of children with limited English proficiency, the educational needs of these children can best be met by bilingual education; (9) in some school districts, the establishment of bilingual education programs may be impractical, because of the small numbers of students in the limited English proficiency category, or, the unavailability of qualified instructional personnel; (10) states and local school districts should be encouraged to determine appropriate curricula, and develop and implement instructional programs; (11) children with limited English proficiency tend to have a higher rate of dropout; (12) segregation of such children is a serious problem; (13) inappropriate evaluation procedures of limited English proficiency students have resulted in a disproportionate number of such students in special education, gifted and talented, and other special programs; (14) there is a serious shortage of qualified teachers to serve these children; (15) many schools fail to meet the full instructional needs of such children; (16) both limited English proficiency children and English speaking children can benefit from bilingual education programs; (17) research, evaluation and data collection in the field of bilingual education need to be improved to promote those programs which are educationally

effective; (18) program effectiveness is promoted by parental and community involvement; and, (19) because of limited English proficiency, many adults are unable to participate in national life, or their children's education.

Congress then made a number of recommendations to rectify the problems noted above, which include encouraging the establishment of programs which utilize bilingual educational practices, methods and techniques, encouraging and assisting in alternative programs for limited English proficiency students in areas where establishment of bilingual education programs is not practical, and finally, providing financial assistance to state and local agencies to provide such programs.

The Bilingual Education Act proceeds to define a number of terms and phrases used throughout the text, such as "limited English proficiency" and limited English proficient", "native language" and "low income". The part of the Act which is perhaps of the most interest to those in the field of education is that which is entitled Part A - Financial Assistance for Bilingual Education Programs, and is found in section 3291. This section covers bilingual education programs, and outlines the requirements for the uses of funds, applications, the content of the application, duration of grants, application requirements, approval of applications, priority considerations of grants, priority for programs serving underserved children, limitation on the assignment of students, and a bypass provision. The Act also provides for funding of data collection, evaluation and research, training and technical assistance and administration. Under the last category of administration falls

the establishment of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). Established in 1974, it was originally a part of the Office of Education within the Department of Health, Education and Welfare. It became a part of the Department of Education when this department was established later on.

The Department of Education was established in 1979 by the Department of Education Organization Act (P.L. 96-88). The Department of Education is an executive agency with a secretary of cabinet rank. Formerly a part of the Department of Health, Education and Welfare (HEW), the new Department's assignment was to provide greater efficiency and economy in administering Federal education programs. Programs which were merged into the new Department included overseas schools for military personnel (formerly operated by the Department of Defense), and the Office for Civil Rights from HEW. As an office within the Department of Education, OBEMLA is primarily concerned with access to equal educational opportunities, improving the quality of programs for limited English proficiency and minority language students, and supporting programs, activities and management initiatives meeting the special needs of these students. It also provides assistance for the development, adoption and implementation of plans for the desegregation of schools.[8] The Code of Federal Regulations (CFR), title 34 (Education), Chapter V, part 500 contains a lengthy discussion and explanation of OBEMLA. Although references are made to the appropriate section in the U.S. Code, the CFR provides additional explanations to a variety of procedural questions about OBEMLA, including detailed and in depth descriptions for grant writing proposals for bilingual education programs. One may also

wish to refer to CFR's section regarding the Office for Civil Rights, whose purpose is to guard against discrimination of any person in the United States on the basis of race, color or national origin, by any program or activity receiving Federal assistance from the Department of Education. The Department of Education is therefore subject to the mandates outlined in the Civil Rights Act of 1964.

In 1974, the Supreme Court upheld the principals of the Civil Rights Act of 1964 in a case entitled Lau v. Nichols (414 U.S. 563). The Court reversed several lower court decisions when it found that the San Francisco School system had failed to adequately provide for alternative instructional procedures to a large group of students of Chinese ancestry, or to provide English language instruction to them, thus violating section 601 of the Civil Rights Act of 1964, and the implementing regulations of the Department of Health, Education and Welfare. While the Court's decision did not provide specific relief to the petitioners (it was remanded to a lower court to provide for appropriate relief), it did establish a precedent by which and on which other courts may base their decisions in similar cases. As a result of this decision, the Office for Civil Rights outlined what are known as the Lau Remedies. These are guidelines for school districts to help meet the needs of limited English proficient students. These guidelines require that school districts (1) identify all students whose first language is not English, (2) assess the language proficiency of these students, (3) determine the academic level of the students, and, (4) place the students in appropriate instructional programs.[9] During the period of 1980-1981, the Lau Remedies were being considered as proposed executive rules.

Several events occurred which effectively blocked this possibility. The first was the separation of the Department of Education from the Department of Health, Education and Welfare, and the second was the election of Ronald Reagan in 1980. The Department of Education was prohibited from publishing the final version of the Lau Remedies in 1981. The result has been a movement away from a cohesive national policy regarding bilingual education.

The period encompassing the 1970's to the 1980's saw activity on the part of Congress with respect to extending appropriations for bilingual education, and reauthorizing and amending the Bilingual Education Act. Between 1968 and 1973, most of the federal money for bilingual education was spent on demonstration projects, and little was available for teacher training. In 1974, reappropriation directed more monies towards teacher training, and in particular, towards graduate education programs that prepared individuals for work in bilingual education. This was also the year the Office for Bilingual Education and Minority Language Affairs was established. One of the responsibilities of OBEMLA is to oversee teacher training programs. Additionally, the Equal Educational Opportunities Acts (EEOA) was enacted in 1974. Originally aimed at desegregating schools, it also states that "...no state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin by: ...(f) failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs." (20 USC section 1703(f)).

The second reauthorization of the Bilingual Education Act occurred

in 1978 and brought about three major changes. First, the instructional program was refocused on all areas of language development, instead of just speaking ability and oral skills. Secondly, entry and exit criteria were established to determine student participation in the programs. Lastly, a plan for research and dissemination of information was initiated. Linked to this last development, was the establishment of the National Clearinghouse for Bilingual Education.

In 1984, the Bilingual Education Act was again reauthorized and revised to include five other types of instructional programs which were eligible to receive federal funding. Prior to this time, all federally funded bilingual education was transitional. The five other types now included are: developmental bilingual education, special alternative English instruction, programs of academic excellence, family English literacy programs and special population programs for preschool, special education, and gifted and talented students.

When the Act was reauthorized in 1988 (P.L. 100-297), amendments to it included an increase of the cap from 4% to 25% on funding for alternative bilingual education programs, and it placed a three year limit on student participation in federally funded bilingual programs. It also established priorities for the Education Department funding of alternatives to traditional bilingual instruction programs for elementary and secondary students learning English as a second language. During 1989 and 1990, funding was again reappropriated, although less money was received in 1990, due in part to changes in the program which were enacted through appropriations and recon-

ciliation legislation to produce savings.

At this point, providing specific bilingual instructional programs is not mandatory. However, those institutions desirous of obtaining federal funding for such programs must comply with the non-discrimination mandates as set forth by the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 in order to receive such funding. Recent developments have again brought the possibility of Puerto Rico becoming the fifty-first state of the Union to the forefront. Should this eventuality occur, the United States would become a truly bilingual nation, and the need for a cohesive national policy on bilingual education would become quite evident.

III. Listing of Sources.

Many of the sources listed in the following sections are available from the Educational Resources Information Center (ERIC) through its document reproduction service, ERIC Document Reproduction Service (EDRS), located at 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Please order by ED number, which is the ERIC accession number, and indicate the format desired (MF=microfiche, PC=paper copy). Include payment plus shipping costs. Call EDRS should you have any questions regarding ordering information, credit card orders, or for more information, at 1-800-443-ERIC. Please refer to Appendix D for further information on ERIC Document Reproduction SErvice and ERIC Price Codes.

Please note that those sources preceded by an asterisk (*) are not government publications.

Sources for Background Readings.

*Baker, Keith A. and Adriana A. De Kanter, eds.. Bilingual Education: A Reappraisal of Federal Policy. Lexington, MA: Lexington Books, 1983.

Annotation: Each of the chapters in this book were prepared by the Office of Planning, Budget and Evaluation of the U.S. Department of Education, and were designed to provide a basis for analyzing the issues that must be addressed in formulating educational policies for language minority children.

Bilingual Education and Minority Languages Affairs, Office of. Building Capacity and Commitment in Bilingual Education: A Practical Guide for Educators. Prepared by Elizabeth R. Reisner. Durham, NC: NTS Research Corp., Educational Policy Development Center, 1983.

ED Number: ED 255 602
Clearinghouse Accession No.: UD 024 150
EDRS Price: MF01/PC03 + postage ($1.15/$9.36)

Annotation: The purpose of this guide is to assist local school districts in designing and implementing bilingual education programs programs that meet Title VII requirements.

Bilingual Education and Minority Languages Affairs, Office of. Cooperative Learning: Integrating Language and Content Area Instruction. Teacher Resource Guide Series No. 2. Compiled by Lorraine Valdez Pierce. Washington, D.C.: Office for Bilingual Education and Minority Languages Affairs, 1987.

ED Number: ED 291 245
Clearinghouse Accession No.; Fl 017 172
EDRS Price: MF01/PC02 + postage ($1.15/$6.24)

Annotation: Written for teachers of minority language students in grades 2-5, this document presents a curriculum that is bilingual and content based, and uses cooperative learning techniques.

Bilingual Education and Minority Languages Affairs, Office of. Innovative Staff Development Approaches. New Focus, NCBE Occasional Papers in Bilingual Education. Washington, D.C.: OBEMLA, 1987.

ED Number: ED 296 584
Clearinghouse Accession No.: FL 017 464
Price information not available

Annotation: Review of the literature on staff training for individuals working in programs for limited English proficient students and suggests eight characteristics which should be considered and developed in a training plan.

Bilingual Education and Minority Languages Affairs, Office of. Parental Involvement (Los Padres Participan): Encouraging Parent Involvement Through ESL, Bilingual Parent-Teacher Workshops, Computer Literacy Classes and the Bilingual Adult Evening School Program. Prepared by Paulette Henderson, etal. New York, NY: New York City Board of Education, Office of Bilingual Education, 1987.

ED Number: ED 285 400
Clearinghouse Accession No.: FL 016 849
EDRS Price: MF01/PC02 + postage ($1.15/$6.24)

Annotation: Manual contains materials developed for Spanish-speaking parents in New York City's Community School District 3 that may be useful for other bilingual parent populations in need of English language learning.

Educational Research and Improvement, Office of. Developing Effective Instructional Programs. Prepared by Barbara Sizemore, Kati Haycock and Fred Tempes. Los Angeles: California University, Center for the Study of Evaluation, 1987.

ED Number: ED 294 950
Clearinghouse Accession No.: UD 026 178
EDRS Price: MF01/PC02 + postage ($1.15/$6.24)

Annotation: Describes the California State Department's efforts to implement a consistant pedagogy across bilingual programs in California. Positive and negative points examined.

Education, Department of. Bilingual Program Management: A Problem Solving Approach. Prepared by George P. DeGeorge. Cambridge, MA: Evaluation, Dissemination and Assessment Center for Bilingual Education, 1984.

ED Number: ED 267 451
Clearinghouse Accession No.: Fl 015 647
EDRS Price: MF01/PC11 + postage ($1.15/$34.32)

Annotation: A collection of essays on the management of bilingual education programs is organized in three units: managing in a culturally diverse setting, balancing critical interactions, and special issues.

Education, Department of. Eligibility and Programming in Chapter I English as a Second Language Programs, 1988-1989. Prepared by Tomi D. Berney and Lucia Stern. New York, NY: New York City Board of Education, Office of Research, Evaluation and Assessment, 1990 (OREA Report).

ED Number: ED 319 258
Clearinghouse Accession No.: FL 018 565
EDRS Price: MF01/PC01 + postage. ($1.15/$3.12)

Annotation: Evaluation of three program models in place serving 78 high schools in New York City for English-as-a-second language and limited English proficiency students. Recommendations for improvement given.

Education, Department of. Methodologies of Bilingual Instruction in Literacy Education. Project Mobile, 1988-1989. Prepared by Tomi D. Berney and Donna Plotkin. New York, NY: New York City Board of Education, Office of Research, Evaluation and Assessment, 1990 (OREA Report).

ED Number: ED 319 252
Clearinghouse Accession No.: FL 018 545
EDRS Price: MF01/PC02 + postage. ($1.15/$6.24)

Annotation: Evaluation of Project Mobile in providing 373 students of limited English proficiency with English as a second language (ESL), native language arts (NLA) and content-area instruction.

Education, Department of. New Direction in the Late "80"s: National Advisory and Coordinating council on Bilingual Education 9th Annual Report. Washington, D.C.: National Advisory council on Bilingual Education, 1985.
(Annual Report)

ED Number: ED 259 067
Clearinghouse Accession No.: UD 024 341
EDRS Price: MF01/PC04 + postage ($1.15/$12.48)

Annotation: The first section of this report provides an overview of the Council's functions and activities and current bilingual education law. Section 2 discusses the state of bilingual education on the national level, section 3 assesses the National Clearinghouse for Bilingual Education and section 4 looks at relevant research.

*Fradd, Sandra H. and William J. Tikunoff, eds.. Bilingual Education and Bilingual Special Education: A Guide for Administrators. Boston, MA; Little, Brown and Company, 1987.

Annotation: Written for education professionals who need information on programs for students with limited English proficiency, this book provides the background on bilingual education, legal considerations and a variety of programs which may be considered when establishing one's own bilingual educational programs.

General Accounting Office. Bilingual Education: An Unmet Need. Washington, D.C.: GAO, 1976.

Annotation: Although quite dated, this report provides good background observations and discussions of the early years of bilingual education.

*Hernon, Peter and Charles R. McClure. Public Access to Government Information: Issues, Trends, and Strategies. 2nd ed. Norwood, NJ: Ablex Publishing Corporation, 1988.

Annotation: Written for librarians and other information professionals, the aim of this book is to improve access to government informational resources and to reassess traditional assumptions related to government publications.

*Morehead, Joe. Introduction to United States Public Documents. 3rd Ed. Littleton, CO: Libraries Unlimited, Inc., 1983.

Annotation: An introduction to the basic sources of information that comprise federal government publications. May be used as a guide to the researcher who must access the vast amount of information produced by of for the Federal government.

National Institute of Education. Educating the Minority Language Student: Classroom and Administrative Issues. Rosslyn, VA: InterAmerica Research Associates, 1984

ED Number: ED 260 600
Clearinghouse Accession No.: FL 015 191
EDRS Price: MF01/PC03 + postage ($1.15/$9.36)

Annotation: An overview of classroom and administrative issues related to the education of language minority students in the United States is presented in two sections.

*Robinson, Judith Schieck. Tapping the Government Grapevine: The User-Friendly Guide to U.S. Government Information Sources. New York, NY: Oryx Press, 1988.

Annotation: Written for users and potential users of government information, this book is a practical guide to help make use of and make sense of government information in all formats and at all levels.

*R.R. Bowker Company. Bilingual Educational Publications In Print 1983, Including Audio-Visual Materials. New York, NY: R.R. Bowker Company, 1983.

Annotation: A comprehensive, annotated listing of curricular and enrichment materials for use in the bilingual setting.

*Sears, Jean L. and Marilyn K. Moody. Using Government Publications: Volume 1: Searching by Subjects and Agencies; Volume 2: Finding Statistics and Using Special Techniques. Phoenix, AZ: Oryx Press, 1985 (Volume 1) and 1986 (Volume 2).

Annotation: A basic reference in two volumes to the use of United States government documents. Lists sources for specific kinds of questions and topics, and suggests general and specific search strategies.

*American Association of State Colleges and Universities. Proposal Development Handbook. Prepared by Dean Kleinert and Libby Costello. Washington, D.C.: American Association of State Colleges and Universities, 1987.

ED Number: ED 310 710
Clearinghouse Accession No; HE 022 851
EDRS Price: MF01 + postage (PC not available from EDRS) ($3.13)

Annotation: Handbook explaining the conditions under which government agencies and foundations make grants is presented, outlining a process for organizing such efforts to obtain support.

*American University. Legal Responsibilities of Education Agencies Serving National Origin Language Minority Students, National Origin Desegregation Assistance. Washington, D.C.: American University, Mid-Atlantic Equity Center, 1989.

ED Number: ED 314 543
Clearinghouse Accession No.: UD 027 223
EDRS Price: MF01/PC02 + postage. ($1.15/$6.24)

Annotation: Document traces the evolution of federal protection of the educational rights of language minority students, beginning with the enactment of Title VI of the Civil Rights Act of 1964.

*Association of School Business Officials International. Grants and Contracts Handbook. Prepared by Paul C. Holman. Reston, VA: ASBO International, 1990.

ED Number: ED 319 150
Clearinghouse Accession No.: EA 021 890
EDRS Price: MF01 + postage (PC not available from EDRS) ($1.15)

Annotation: Covering such topics as preparing an application, tax exemption, cost sharing, time extensions, and proposal evaluation by the sponsor, this handbook is designed to be a basic reference for grant and contract applicants, executors, project managers, administrators and staff.

Bilingual Education and Minority Languages Affairs, Office of. FY1991 Continuation Application for Grants Under Bilingual Education Program. Washington, D.C.: Department of Education, OBEMLA, 1990.

SuDocs Number: ED 1.2:B 49/4/990

Annotation: Materials in this package are to be used to prepare continuation grant applications for assistance for most Title VII programs authorized unter the BEA of 1988, and also for preparing a 4th or 5th year renewal application under the Transitional Bilingual Education Program and Special Alternative Instructional Program.

Bilingual Education and Minority Languages Affairs, Office of. Staffing the Multilingually Impacted Schools of the 1990s. (National Forum on Personnel Needs for Districts With Changing Demographics) Washington, D.C.: Department of Education, OBEMLA, 1990.

SuDocs Number: ED 1.2:ST 1/2

Annotation: This forum report contains the list of participants, an executive summary naming key findings of the forum, the forum report, including findings, implications and recommendations and the conference proceedings.

Bilingual Education and Minority Languages Affairs, Office of. Language Acquisition: An Annotated Bibliography on Bilingual Education: Foundations, Psychological and Cognitive Aspects, and Instructional Strategies. Dallas, TX: Evaluation, Dissemination and assessment Center, 1984.

ED Number: ED 257 310
Clearinghouse Accession No.: FL 014 987
EDRS Price: MF01/PC03 + postage ($1.15/$9.36)

Annotation: An annotated bibliography of over 100 books, articles and studies on bilingual education, includes a summary and review of each work. Has three focal areas: bilingual education in general, psychological/cognitive aspects, and teaching strategies.

Educational Research and Improvement, Office of. Certification of Language Educators in the United States. Prepared by Margaret McFerren. Los Angeles, CA: California University, Center for Language Education and Research, 1988. (Educational Report Series)

ED Number: ED 291 244
Clearinghouse Accession No.: FL 017 172
EDRS Price: MF01/PC04 + postage ($1.15/$12.48)

Annotation: Examines the requirements for the certification of teachers of English as a second language, bilingual education and foreign languages within the context of the general reevaluation of teacher education and certification programs in the united states. Also includes state by state summaries of language teacher certification procedures and a chart showing specific key certification information for each state.

Educational Research and Improvement, Office of. Common Terms Used in Second Language Education. Prepared by Marguerite Ann Snow. Los Angeles, CA: California University, Center for Language Education and Research, 1986.

ED Number: ED 278 259
Clearinghouse Accession No.: FL 016 398
No EDRS Price available.

Annotation: Glossary which defines terms commonly used in second language education, bilingual education, English as a second language and subfields of foreign language education. The purpose is to minimize confusion about the use of these terms.

Educational Research and Improvement, Office of. Directory of Bilingual Education for Language Minority and Majority Students. Prepared by Kathryn J. Lindholm. Los Angeles, CA: California University, Center for Language Education and Research, 1987.

ED Number: ED 291 241
Clearinghouse Accession No.: FL 017 169
EDRS Price: MF01/PC05 + postage. ($1.15/$15.60)

Annotation: Directory gives information on all preschool through high school bilingual immersion programs identified as having been in operation in 1987. The rational for bilingual education, and profiles of each program are examined. 53 references are listed.

Education, Department of. Bilingual Education Evaluation System: Abbreviated Recommendations for Meeting Title VII Evaluation Requirements. Prepared by Tony C.N. Lam and Nona N. Gamel. Mountain View, CA: RMC Research Crop., 1987.

ED Number: ED 291 650
Clearinghouse Accession No.: SO 018 831
EDRS Price: MF01/PC02 + postage. ($1.15/$6.24)

Annotation: Designed to be used with the "Users Guide," this document is written for practitioners who are interested in meeting the Federal regulations governing the evaluation of Title VII projects but do not have evaluation training.

National Institute of Education (OBLEMLA). A Study of Teacher Training Programs in Bilingual Education: Executive Summaries, Volumes I & II, Part C Research Agenda. Rosslyn, VA: InterAmerica Research Associates, 1984.

ED Number: ED 260 601
Clearinghouse Accession No.: FL 015 193
EDRS Price: MF01/PC01 + postage. ($1.15/$3.12)

Annotation: Executive summaries for two portions of a national survey of the programs and outcome of bilingual education teacher training programs.

Pennsylvania State Department of Education. Suggested Procedures for Meeting Needs of Limited English Proficient Students: Curriculum and Instruction. Harrisburg, PA: Pennsylvania State Department of Education, 1986.

ED Number: ED 288 359
Clearinghouse Accession No.: FL 016 999
EDRS Price: MF01/PC04 + postage. ($1.15/$12.48)

Annotation: Pennsylvania's guide to help school districts develop programs for LEP students. Outlines considerations in using 2 different approaches: bilingual education and ESL. Issues addressed include appropriate instructional methods, language of instruction, instructional materials Curriculum design, student evaluation, staffing and transition to a regular classroom.

Pennsylvania State Department of Education. Suggested Procedures for Meeting Needs of Limited English Proficient Students: Teacher Training. Harrisburg, PA: Pennsylvania State Department of Education, 1986.

ED Number: ED 288 360
Clearinghouse Accession No.: FL 017 000
EDRS Price: MF01/PC02 + postage. ($1.15/$6.24)

Annotation: The handbook on teacher training outlines the characteristics necessary to mainstream, English as a second language, or bilingual program teachers of LEP students, in-service and pre-service training for this group and design considerations for school district training programs.

*Reveron, Wihelmina W. Bilingualism: A Comprehensive Bibliography. 1988.

ED Number: ED 292 305
Clearinghouse Accession No.: FL 017 222
EDRS Price: MF01/PC01 + postage. ($1.15/$3.12)

Annotation: Bibliography on bilingualism contains over 100 citations to articles, papers, monographs and books in seven categories: theory, general issues, second language acquisition, communication disorders, assessment, treatment and issues in education.

Background Sources and Primary Sources of Federal Legislation.

Federal Register, National Archives and Records Administration, Office of the. Code of Federal Regulations. Washington, D.C.: GPO, 1990.

SuDocs Number; AE 2.106/3:34 pt 400-end/990

Annotation: CFR is a codification of general and permanent rules published in the Federal Register by the Executive departments and agencies of the Federal Government. Divided into 50 titles representing broad areas subject to Federal regulations, each title is divided into chapters usually named according to the issuing agency. Chapter V of Title 34 encompasses the OBEMLA.

GPO. Major Legislation of the Congress. Washington, D.C.: GPO.

Annotation: Three to four editions are published each year, and a year end summary issue. Includes brief summaries of legislative issues currently before Congress, written by Congressional Research Service. Organized into broad subject areas, the summaries contain brief issue analysis and descriptions of the major legislation related to each issue.

GPO. United States Code. 1988 Edition. Washington, D.C.: GPO, 1989.

Annotation: This source represents a consolidation and codification of all the general and permanent laws of the United States in force at a particular time. The set consists of the volumes containing the 50 Titles to the Code, general and subject indexes, and supplement volumes containing additions and changes in the general and permanent laws enacted in the United States from the previous printing of the Code. Published every six years.

House of Representatives, Committee on Education and Labor. Bilingual Education Programs. Hearings Before the General Subcommittee on Education. 90-1. Washington, D.C.: GPO, 1967

SuDocs Number: Y4.ED8/1:B 49

Annotation: Hearings on H.R. 9840 and H.R. 10224, which would: amend the Elementary and Secondary Education Act of 1965 to assist bilingual education programs, and, amend ESEA to provide assistance to local educational agencies in establishing bilingual educational opportunity programs and provide other assistance to promote these programs.

House of Representatives, Committee on Education and Labor. Bilingual Education Act. Hearings Before the General Subcommittee on Education. 93-2. Washington, D.C.: GPO, 1974.

SuDocs Number: Y4 ED 8/1:B 49/2

Annotation: Hearings on H.R. 1085, H.R. 2490 and H.R. 11464, which would: Authorize special appropriations for training teachers for bilingual educations programs; Amend the Bilingual Education Act with respect to the qualification of schools in which programs under such Act may be carried out; and, amend BEA to extend, improve, and expand progrmas of bilingual education, teacher training and child development.

House of Representatives, Committee on Education and Labor. Part 3 Bilingual Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education. 95-1. Washington, D.C.: GPO, 1977.

SuDocs Number: Y4.ED 8/1:B 49/3/pt3

Annotation: Hearings on H.R. 15 which would extend for five years bilingual education programs under Title VII. Contains numerous statements, letters and studies pertaining the success of bilingual education thus far.

House of Representatives, Committee on Education and Labor. Hearings On The Bilingual Education Improvement Act of 1983. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education. 98-1. Washington, D.C.: GPO, 1983.

SuDocs Number: Y4.Ed 8/1: B49/5/983

Annotation: Hearings on H.R. 2682 which would eliminate the requirement for native language instruction, impose a five year limit on funding for any school district and reduce authorization from $139.9 million to $95 million.

House of Representatives, Committee on Education and Labor. Hearing on Bilingual Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education. 98-2. Washington, D.C.: GPO, 1984.

SuDocs Number: Y4.Ed 8/1:B49/6

Annotation: Hearings on H.R. 11 and H.R. 5231 which would: increase the authorization ceilings for fiscal years 1985, 1986, and 1987, and would "clarify that the purpose of Title VII is to allow children to meet grade promotion and graduation standards."

House of Representatives, Committee on Education and Labor. Compendium of Papers on the Topic of Bilingual Education. Committee Print. 99-2. Washington, D.C.: GPO, 1986.

SuDocs Number: Y4 Ed 8/1: 99-R

Document not available for annotation.

United States Senate, Committee on Labor and Human Resources. Bilingual Education Amendments of 1981. Hearings Before the Subcommittee on Education, Arts and Humanities. 97-2. Washington, D.C.: GPO, 1982.

SuDocs Number: Y4.L 11/4:b 49/981

Annotation: Hearings on S.2002 which would: "assure that an intensive course of English instruction is an integral part of the bilingual education program and that participation in the bilingual education program will in most cases be limited to one year.

(Note: the two numbers separated by a hyphen, e.g. 98-2, represents the year and the session of the Congress.)

Background Sources and Primary Sources of New York State Legislation.

New York State Assembly, Committee on Education. Bilingual Education. Albany, NY: New York State Legislature, 1979. (Committee Report) p.12.

Annotation: The Education Committee would consider comprehensive bilingual education legislation which may incorporate a number of provisions including increasing the current bilingual program from 3 to 4 years, increasing the number of ESL causes, identifying students needing bilingual education based on language proficiency tests, etc..

New York State Assembly, Committee on Education. Bilingual Education. Albany, NY: New York Legislature, 1980. (Annual Report) p. 14.

Annotation: Nine bills were reviewed during the 1980 Session. Major legislation postponed pending further dialog between the committee and interested parties. Public hearings to be held next year to develop a consensus of support for comprehensive legislation in this area.

New York State Assembly, Committee on Education. Instruction for Pupils With Limited English Proficiency. Albany, NY: New York Legislature, 1982. (Annual Report) p. 5-6.

Annotation: Legislation enacted providing for the development of comprehensive plans by districts receiving state funds for the determination of eligibility and exit criteria and definition of the goals and components of approved programs.

New York State Assembly, Committee on Education. Limited English Proficiency. Albany, NY: New York Legislature, 1984. (Annual Report) p.4.

Annotation: Increases the weighting in school aid formulas per pupil from .05 to .10.

New York State Assembly, Committee on Education. Programs for Pupils of Limited English Proficiency. Albany, NY: New York Legislature, 1981. (Annual Report) pp. 9 & 14.

Annotation: Two major steps were taken in this area; funding provided for bilingual education was in the form of formula funding as opposed to grants, and, a major bill to upgrade and define educational programs for LEP students was introduced, but not passed. It should provide legislative initiative for 1982.

*West Publishing Co.. McKinney's Consolidated Laws of New York Annotated: Book 16: Education Law. St. Paul, MN, 1981.

Annotation: The reader is referred specifically to sections 3204 and 3602 (22). Section 3204 is the text of the law pertaining to bilingual education, section 3602 (22) refers to LEP aid.

Appendix A

Agency Names And Addresses

If a person is unable to find a particular government produced document at the depository library, one may wish to order it either through GPO, of through the producing agency or clearinghouse itself. What follows is a listing of agency and clearinghouse named, addresses, and telephone numbers (where available), which may prove helpful in procuring the desired documents.

Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202
(202) 245-3192

Office for Civil Rights
Department of Education
Room 5000
330 C Street S.W.
Washington, D.C. 20202
(202) 732-1213

Federal Interagency Committee
on Education
Department of Education
Room 3059
Federal Office Building 6
400 Maryland Ave., S.W.
Washington, D.C. 20202
(202) 732-3669

Office of Elementary and
Secondary Education
Department of Education
Room 2189
Washington, D.C. 20202
(202) 245-8720 or (202) 732-5113

Office of Bilingual Education
and Minority Languages Affairs
Department of Education
Room 5078
330 C Street S.W.
Washington, D.C. 20202
(202) 245-2600 or (202) 732-5063

National Clearinghouse for
Bilingual Education
8737 Colesville Rd., Suite 900
Silver Spring, MD 20910
(301) 588-6898
Toll Free: 1-800-647-0123
Fax #: (301) 588-5947

National Association for
Bilingual Education
Room 407
1201 16th Street N.W.
Washington, D.C. 20036
(202) 822-7870

Office of Educational Research
and Improvement
Department of Education
Room 600
555 New Jersey Ave.
Washington, D.C. 20208
(202) 732-3032 or (202) 357-600(

Educational Resources
Information Center (ERIC)
Office of Educational Research
and Improvement
Department of Education
Washington, D.C. 20208

Appendix A Continued

Agency Names And Addresses

Department of Education
Office of Educational Research
and Improvement
ERIC Clearinghouse on Languages
and Linguistics
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037
(202) 249-9551

ERIC Document Reproduction Service (EDRS)
P.O. Box 190
Arlington, VA 22210

New York State Education Department
Bureau of Bilingual Education
Room 308 EB
Albany, NY 12234

UNESCO
United Nations Educational, Scientific
and Cultural Organization
the UNESCO Press
7 Place de Fontenoy
F-75700 Paris, France

United States Senate
Standing committee on Labor and Human Resources
The Capitol
Washington, D.C. 20510
(Subcommittee: Education, Arts and Humanities)

United States House of Representatives
Standing Committee on Education and Labor
The Capitol
Washington, D.C. 20515
(Subcommittee: Elementary, Secondary and Vocational Education)

Appendix B

Databases, Indexes and Abstracts

If one is interested in searching for further information available on printed indexes or on databases via CD-ROM or online searches, the following represents some of these sources which may be consulted on this topic. The name, address and telephone number (where available) are listed, along with a brief description. Please note: should you decide to search for further information utilizing an online database, there will, in all liklihood, be a fee charged. Check with the librarian for further details.

GTE Education Resources
SpecialNet
2021 K Street N.W., Suite 215
Washington, D.C. 20006
(202) 835-7300

Description:

SpecialNet is a computer-based communications network designed to assist special education professionals to improve programs and skills, including those involved in bilingual education. Organizations may also establish their own electronic bulletin boards on SpecialNet, among these is BILINGUAL.

National Clearinghouse for Bilingual Education
8737 Colesville Rd., Suite 900
Silver Spring, MD 20910
(301) 588-6898

Description:

The functions of NCBE are primarily to provide reference and referral services to educators of those with limited English proficiency. Its databases include BAGI (Bibliographic Abstracts of General Information), CMR (Curriculum/Materials Review), MICRO, a directory of software programs, Reference and Referral, a directory of resource organizations and REPUB, a directory of publishers and distributors serving minority language education.

Appendix B Continued

Databases, Indexes and Abstracts

Educational Resources and Information Center (ERIC)
Office of Educational Research and Improvement
Department of Education
555 New Jersey ave. N.W.
Washington, D.C. 20208
(202) 357-6289

Description:

ERIC as this service is known, is a national information network which provides access to all types of education related literature. It is available for purchase on CD-ROM, and is accessible through various online services including ORBIT Search Service, DIALOG Information Services, Inc., and BRS Information Technologies. Its print index is know as RIE - Resources in Education.

Public Affairs Information Service (PAIS)
521 West 43rd St.
New York, NY 10036-4396
(212) 736-6629

Description:

PAIS is an independent, non-profit educational corporation that edits and produces selective indexes relating mostly to the world's business and social science literature. Available as a print index or electronically, the PAIS database is commercially available through a variety of online services including BRS Information Technologies, BRS/After Dark, Data-Star, DIALOG Information Services, Inc., and DIALOG's Knowledge Index. It is also available on compact disk as PAIS on CD-ROM.

New York State Education Department
Information Center on Education (ICE)
Albany, NY 12234
(518) 474-8716

Description:

ICE is concerned with the identification, implementation and operation of data systems at elementary and secondary levels of education, and the coordination of data collection procedures within the New York State Department of Education.

Appendix C

Journals of Interest

The following is a listing of journals which are of interest to the topic of bilingual education.

Focus. The National Clearinghouse for Bilingual Education, Silver Spring, MD. (Irregular)

Description: Each issue of this irregularly published journal focuses on a single topic within the area of bilingual education.

Resources In Education (RIE). Educational Resources Information Center, Washington, D.C.. (Monthly)

Description: Sponsored by ERIC, this publication abstracts recent report literature related to the field of education.

American Education. Department of Education, Washington, D.C. . (ten times/year)

Description: This journal "reflects the Federal interest in education at all levels."

Prospects: Quarterly Review of Education. United Nations Educational, Scientific and Cultural Organization, Paris, France. (Quarterly)

Description: This journal reviews and discusses various aspects of education in an international forum. The reader is advised to refer specifically to issue XIV:14, no. 1, 1984, pages 133-147 to a pertinent article by Iris C. Rotberg entitled "Bilingual Education Policy in the United States".

Congressional Digest. The congressional Digest Corporation, Washington, D.C.. (Monthly)

Description: The reader is advised to refer specifically to the March 1987 issue of this publication which is entitled "Controversy Over Bilingual Education" (pages 68-96). The entire issue discusses the controversy concerning bilingual education, the evolution of public education legislation, federal bilingual education programs and services and recent action in the Congress (up to 1987).

Appendix D

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PC 28	676- 700	87.36
PC 29	701- 725	90.48
PC 30	726- 750	93.60
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PC 35	851- 875	109.20
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Appendix E

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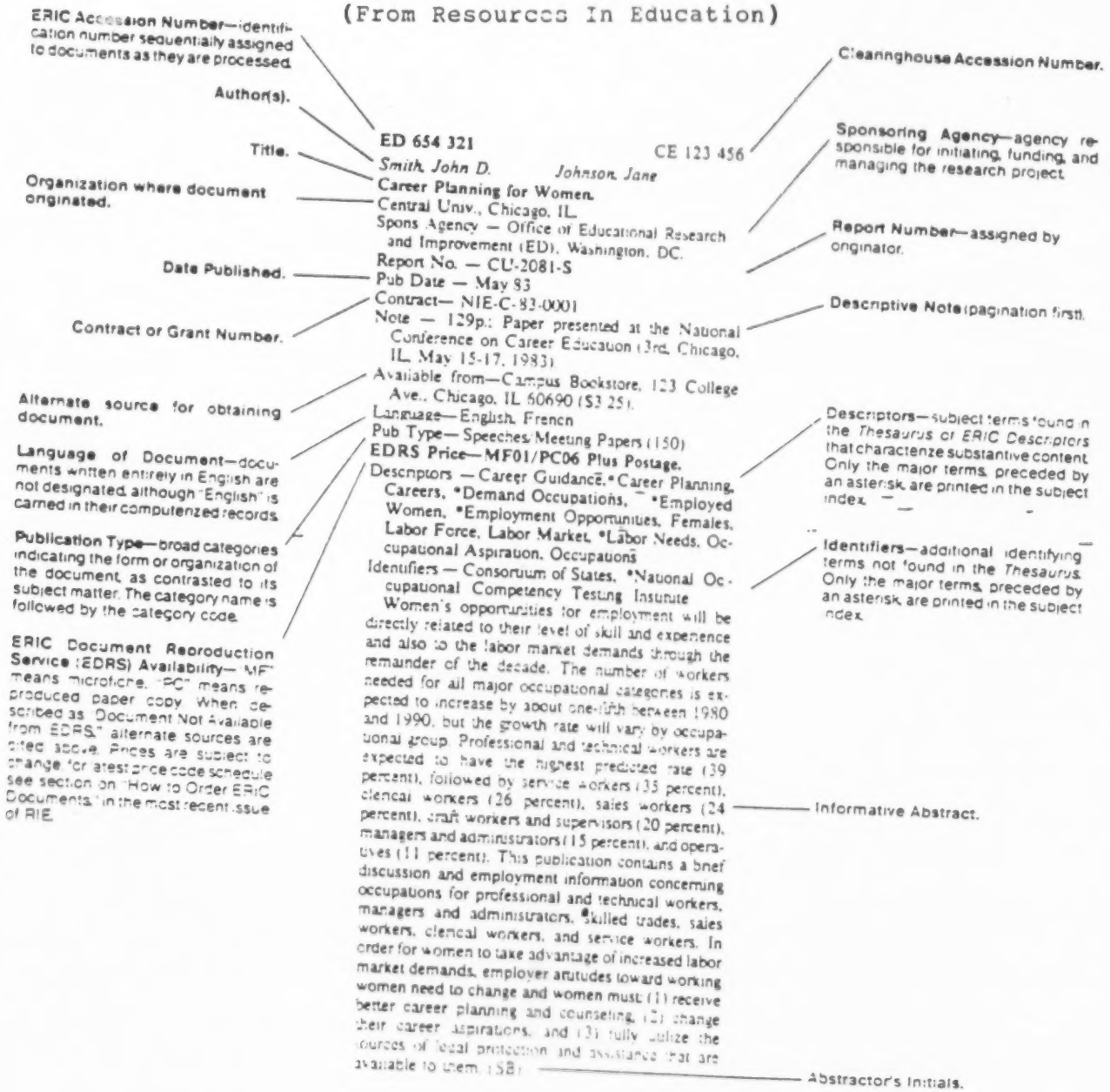
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ED 654 321
CE 123 456
Smith, John D.
Johnson, Jane
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Central Univ., Chicago, IL.
Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.
Report No. — CU-2081-S
Pub Date — May 83
Contract— NIE-C-83-0001
Note — 129p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1983).
Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).
Language—English, French
Pub Type—Speeches/Meeting Papers (150)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors — Career Guidance, *Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations
Identifiers — Consortium of States, *National Occupational Competency Testing Institute
Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)
Clearinghouse Accession Number.
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Report Number—assigned by originator.
Descriptive Note (pagination first).
Descriptors—subject terms found in the Thesaurus of ERIC Descriptors that characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.
Identifiers—additional identifying terms not found in the Thesaurus. Only the major terms, preceded by an asterisk, are printed in the subject index.
Informative Abstract.
Abstractor's Initials.

BEST COPY AVAILABLE

Appendix F

HOW TO ORDER
RESOURCES IN EDUCATION (RIE)

Resources in Education (RIE) is a monthly abstract journal covering the document literature of education. It is published for the U.S. Department of Education by the U.S. Government Printing Office (GPO). RIE consists of twelve (12) monthly issues (each announcing over 1000 documents and indexing them by Subject, Institution, Personal Author, and Publication Type) and two (2) cumulative semiannual indexes (Jan-June, July-Dec). RIE is sold by GPO on subscription or as individual issues on-demand. Stock is retained for only approximately six months; issues older than that are generally not available from GPO. Orders from foreign sources cost 25% additional, as shown in the table below.

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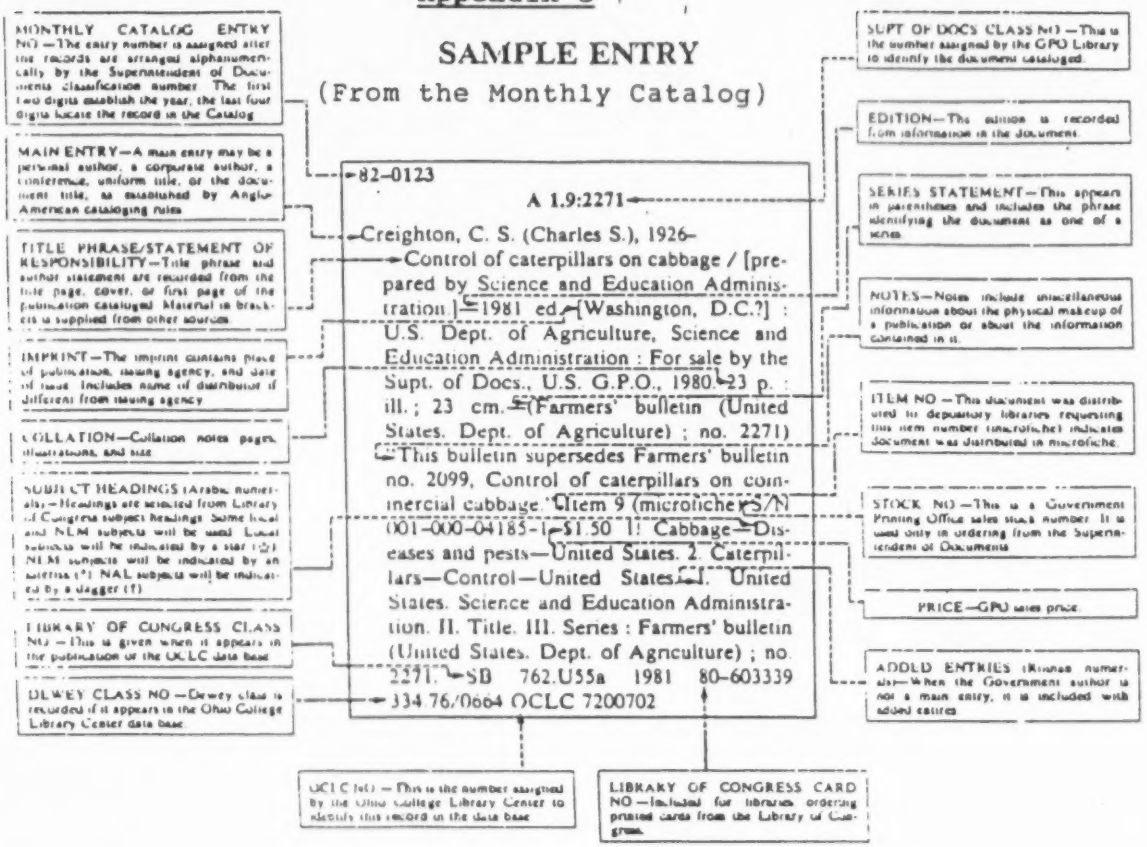
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"This bulletin supersedes Farmers' bulletin no. 2099, Control of caterpillars on commercial cabbage." Item 9 (microfiche) S/N 001-000-04185-1—$1.50 1. Cabbage—Diseases and pests—United States. 2. Caterpillars—Control—United States. I. United States. Science and Education Administration. II. Title. III. Series : Farmers' bulletin (United States. Dept. of Agriculture) ; no. 2271.—SB 762.U55a 1981 80-603339
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Endnotes

[1]Peter Hernon and Charles R. McClure, Public Access to Government Information: Issues, Trends, and Strategies. 2nd Ed. (Norwood, NY: Ablex Publishing Corporation, 1988), 4.

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[4]GPO, The United States Government Manual, 1989/1990. (Washington, D.C.: GPO, 1990), 1.

[5]Educational Research and Improvement, Office of, Common Terms Used in Second Language Education, prepared by Marguerite Ann Snow, (Los Angeles, CA: California University, Center for Language Education and Research, 1986), 1.

[6]GPO, United States Code. 1988 Edition. Washington, D.C.: GPO, 1989), Title 42, section 2000(d).

[7]Sandra H. Fradd and William J. Tikunoff, eds., Bilingual Education and Bilingual Special Education: A Guide for Administrators. (Boston: Little, Brown and Company, 1987), 48.

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[9]Sandra H. Fradd and William J. Tikunoff, eds., Bilingual Education and Bilingual Special Education: A Guide for Administrators. (Boston: Little, Brown and Company, 1987), 58.